

| Project Title  | Funding | Strategic Plan Objective | Institution                            |
|--|---------|--------------------------|--|
| Strategies to increase cooperation during transitions: A evaluation of student preference                  | \$1,795 | Q4.L.D                   | New England Center for Children (NECC) |
| Teaching Core Skills: Evaluating a Targeted Curriculum   | \$1,795 | Q4.L.D                   | New England Center for Children (NECC) |
| Examining the Effects of Video Modeling on Teaching Social Pragmatics                                      | \$3,161 | Q4.Other                 | New England Center for Children (NECC) |
| Use of a multiple schedule to treat perseverative behavior   | \$1,680 | Q4.Other                 | New England Center for Children (NECC) |
| A comparison of BST and enhanced instruction training for conducting reinforcer assessments                | \$2,297 | Q4.Other                 | New England Center for Children (NECC) |
| A behavioral analysis of anxiety in children with autism   | \$5,335 | Q4.S.A                   | New England Center for Children (NECC) |
| Do children with autism spectrum disorders prefer predictable schedules?                                   | \$1,795 | Q4.S.C                   | New England Center for Children (NECC) |
| Preference for precommitment choice in children with autism  | \$1,795 | Q4.S.C                   | New England Center for Children (NECC) |
| Teaching a generalized repertoire of helping   | \$1,795 | Q4.S.C                   | New England Center for Children (NECC) |
| Enhancing Reading Comprehension: An Anaphoric Cuing Procedure  | \$1,795 | Q4.S.C                   | New England Center for Children (NECC) |
| Contingency analysis of observing and attending in intellectual disabilities                               | \$1,795 | Q4.S.C                   | New England Center for Children (NECC) |
| Multiple Mands and the Resurgence of Behavior  | \$1,795 | Q4.S.C                   | New England Center for Children (NECC) |
| Using matrix training to promote generalization of foundational skills                                     | \$1,795 | Q4.S.C                   | New England Center for Children (NECC) |
| Using matrix training to promote generalization of waiting   | \$1,795 | Q4.S.C                   | New England Center for Children (NECC) |
| Stimulus control of stereotypy   | \$3,315 | Q4.S.C                   | New England Center for Children (NECC) |
| A Functional Analysis of Joint Attention   | \$5,335 | Q4.S.C                   | New England Center for Children (NECC) |
| An Evaluation of Decreasing Vocal & Motor Stereotypy in Children with Autism                               | \$5,335 | Q4.S.C                   | New England Center for Children (NECC) |
| From Public to Private Masturbation: An Assessment of Redirection Procedures & Discrimination Training     | \$5,335 | Q4.S.C                   | New England Center for Children (NECC) |
| Comparison of momentary time sampling methods within a practical setting                                   | \$5,335 | Q4.S.C                   | New England Center for Children (NECC) |
| Training DRA in different contexts to lower resistance to extinction of disruptive behavior                | \$5,335 | Q4.S.C                   | New England Center for Children (NECC) |
| A video modeling approach to teach abduction prevention skills   | \$5,335 | Q4.S.C                   | New England Center for Children (NECC) |
| The Effects of Varying Procedural Integrity  | \$5,335 | Q4.S.C                   | New England Center for Children (NECC) |
| Teaching social initiations via direct instruction and preferred social consequences                       | \$5,335 | Q4.S.C                   | New England Center for Children (NECC) |
| Functional Analysis & Treatment Evaluation of Problem Behavior during Transitions                          | \$5,335 | Q4.S.C                   | New England Center for Children (NECC) |
| Teaching complex skills using observational learning with video modeling to children diagnosed with autism | \$5,335 | Q4.S.C                   | New England Center for Children (NECC) |
|  |         |                          |  |

| Project Title  | Funding | Strategic Plan Objective | Institution                            |
|--|---------|--------------------------|--|
| Teaching Verbal Behavior: A Response Prompt Evaluation   | \$5,335 | Q4.S.C                   | New England Center for Children (NECC) |
| Comparing Teaching Procedures to Teach Socially Significant Skills   | \$5,335 | Q4.S.C                   | New England Center for Children (NECC) |
| Comparing the value of a token to that of its most potent backup   | \$5,780 | Q4.S.C                   | New England Center for Children (NECC) |
| Use of a visual imagining procedure to teach remembering   | \$0     | Q4.S.C                   | New England Center for Children (NECC) |
| Determining reinforcer efficacy using demand curves& progressive ratio break points                                | \$5,780 | Q4.S.C                   | New England Center for Children (NECC) |
| Evaluating the effects of motivating operations on preference assessment & reinforcer assessment outcomes          | \$5,641 | Q4.S.C                   | New England Center for Children (NECC) |
| When teaching leisure skills isn't enough: Increasing the reinforcing value of leisure activities                  | \$3,979 | Q4.S.C                   | New England Center for Children (NECC) |
| Evaluating the effects of isolated reinforcers on skill acquisition  | \$5,641 | Q4.S.C                   | New England Center for Children (NECC) |
| An evaluation of behavior sampling procedures for event recording  | \$0     | Q4.S.C                   | New England Center for Children (NECC) |
| Increasing variability in play in children with autism   | \$0     | Q4.S.C                   | New England Center for Children (NECC) |
| An evaluation of outcomes for brief and extended response restriction preference assessments                       | \$0     | Q4.S.C                   | New England Center for Children (NECC) |
| Transferring stimulus control to promote more independent leisure initiation                                       | \$0     | Q4.S.C                   | New England Center for Children (NECC) |
| A parametric analysis of the effect of procedural integrity errors in delivering reinforcement on skill activities | \$2,297 | Q4.S.C                   | New England Center for Children (NECC) |
| Identifying effective procedures for reducing arranging & ordering behaviors                                       | \$4,935 | Q4.S.C                   | New England Center for Children (NECC) |
| A Comparison of Differential Reinforcement Schedules to Reduce Automatically Maintained Stereotypy                 | \$4,935 | Q4.S.C                   | New England Center for Children (NECC) |
| Assessing the utility of a transfer trial procedure for promoting skill acquisition                                | \$4,935 | Q4.S.C                   | New England Center for Children (NECC) |
| Identifying reinforcers for use in the treatment of automatically reinforced behavior                              | \$4,935 | Q4.S.C                   | New England Center for Children (NECC) |
| Functional analysis & treatment of immediate echolalia   | \$4,935 | Q4.S.C                   | New England Center for Children (NECC) |
| A comparison of the effects of indirect assessments and demand assessments on functional analysis outcomes         | \$4,935 | Q4.S.C                   | New England Center for Children (NECC) |
| Identifying potential positive reinforcement contingencies during the functional analysis escape condition         | \$4,935 | Q4.S.C                   | New England Center for Children (NECC) |
| Schedule preferences among individuals with ASDs   | \$1,680 | Q4.S.C                   | New England Center for Children (NECC) |
| Using the Early Skills Assessment Tool to Evaluate Outcomes in Children with Autism Spectrum Disorders             | \$3,161 | Q4.S.D                   | New England Center for Children (NECC) |

| Project Title  | Funding | Strategic Plan Objective | Institution                            |
|--|---------|--------------------------|--|
| Teaching social referencing to children with autism spectrum disorders   | \$3,161 | Q4.S.D                   | New England Center for Children (NECC) |
| Increasing adherence to medical examinations for individuals with autism   | \$4,935 | Q4.S.H                   | New England Center for Children (NECC) |
| Effects of negative reinforcer value manipulations without extinction on escape-maintained problem behavior                    | \$4,935 | Q4.S.H                   | New England Center for Children (NECC) |
| An evaluation of procedures for decreasing automatically reinforced problem behavior   | \$4,935 | Q4.S.H                   | New England Center for Children (NECC) |
| Evaluating the use of alternative reinforcers and a work contingency for problem behavior maintained by tangible reinforcement | \$1,680 | Q4.S.H                   | New England Center for Children (NECC) |
| Comparison of DRA and DNRA as Treatment for Problem Behavior Maintained by Escape from Social Demands                          | \$2,297 | Q4.S.H                   | New England Center for Children (NECC) |
| Comparing the effects of DRO & DRL schedules on problem behavior   | \$1,680 | Q4.S.H                   | New England Center for Children (NECC) |
| Generalization of a pager prompt to reduce rapid eating  | \$5,335 | Q4.S.H                   | New England Center for Children (NECC) |
| Treating meal refusal related to competing protective equipment  | \$5,780 | Q4.S.H                   | New England Center for Children (NECC) |
| The use of video-modeling to increase procedural integrity across teachers   | \$3,161 | Q5.L.C                   | New England Center for Children (NECC) |
| Teacher & parent training in teaching joint attention to children with autism spectrum disorder                                | \$3,161 | Q5.L.C                   | New England Center for Children (NECC) |
| Using video modeling and Behavior Skills Training to implement teacher and parent instruction                                  | \$3,161 | Q5.L.C                   | New England Center for Children (NECC) |
| The use of video-modeling to increase procedural integrity of discrete trial instruction                                       | \$3,161 | Q5.L.C                   | New England Center for Children (NECC) |
| Evaluation of Train to Code as a Remediation and Training Program for Training Teachers to Conduct Match-to-Sample Procedures  | \$2,297 | Q5.L.C                   | New England Center for Children (NECC) |
| An evaluation of inter-session interval duration in treating problem behavior during dental exams                              | \$1,680 | Q5.L.E                   | New England Center for Children (NECC) |
| Assessment & treatment of problem behavior in transitions between activities   | \$1,795 | Q6.Other                 | New England Center for Children (NECC) |

